Paul Bessard

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OF

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Montreal	221	Edouard Pagé	L.-P. Taschereau	Roland Rivest
McGill	361	R. H. Common (Macdonald Coll.)		J. C. Cherna
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Sherbrooke		Gabriel Larocque	Léon Loranger	J.-M. Lalancette
Bishop's	26	J. D. F. Anido	D. C. Patridge	J. A. Judson
Laval	207	Fernand Grenier		M. Joly
U.N.B.	87	A. L. Levine	A. R. Donaldson	D. R. Pullman
Mount Allison	44	A. Colville		H. A. MacLean
Dalhousie	72	A. J. Tingley	E. C. Harris	W. Josenhans
St. Mary's	9		J. R. MacCormack	
Nova Scotia Tech.	15	G. F. Vail		Osvald Knop
St. Francis Xavier	35	E. J. Monahan		H. A. Gillis
Memorial	68	S. W. Breckon		H. Jackson
H.Q. Association	6			
(Nov. 30, 1961)	4 ,090			

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TABLE OF CONTENTS

PAGE

Somebody Loves Us — An Editorial 2

The University: Community or Utility? — Frank MacKinnon 4

Moving a Family on Sabbatical Leave — T. N. Brewis 12

Canadian University Salaries, 1961-62 — A C.A.U.T. Committee Report 16

Equal Opportunity for Women Faculty Members — A Report on Action by the Executive Secretary 22

University Government: A Select Bibliography — Ramsay Cook . . . 24

A Review of University Handbooks — J. Rosemary Vanderkamp . . . 27

Notice of Positions Vacant 32

Charter Flights to Europe 35

A Letter to the Editor: Quantity and Quality 36

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SOMEBODY LOVES US

An Editorial

Academics are inclined, sometimes with resentment, to think of themselves as an under-appreciated group. They are also inclined to take pride in qualities that invite under-appreciation. Our bumbling ineffectiveness, we often admit, is a fact, but not really a fault; well-disposed people ought to find it endearing. When American professors were being charged with subversiveness, our usual reaction in Canada was that the charges, while untrue, nevertheless reflected credit on the courage and intellectual vigour of our profession. The character of the professor as drawn by Leacock and Thurber is rather like the Graham Sutherland portrait of Churchill. It pleases the artist, it pleases the subject; and if its wide publication has not enhanced the public esteem of both of them, the fault must lie with the public taste. While we deplore public indifference, we also accept it as a comforting mark of our own excellence.

One class of people cannot be indifferent to us, and they have at last been heard from. Two psychologists from Michigan State University have consulted students on "The Image of the College Professor" (AAUP *Bulletin*, September 1961). The college professor is apparently a finer fellow than we have realized. He is as unselfish as the school teacher, but more intelligent; as intelligent as the scientist, but more cultured; as cultured as the artist, but less impulsive. He is excitable, rash, changeable and somewhat strange, but these qualities make him interesting and colourful. His social contribution is very high and the satisfaction he derives from his work is unrivalled. The chemistry professor may neglect his family for his laboratory. The economics professor may be a rather shadowy creature, who has perhaps failed in business. But the English professor, broadened by travel and genuinely interested in nearly everything, students included, is a figure of almost unbearable excellence. The higher income of doctors, lawyers and engineers does not give them higher social status or a more favourable image.

With a perceptiveness that does them credit, the students also recognize that the college professor is "moderately active, strong, confident and self-sufficient"; there is really not very much that is unmanly about him. Nor is his radicalism disturbing, unless he is a scientist. He is "even thought to have some power in public affairs". Those students who do not want to become professors do not think that college teaching is unattractive, unimportant or un-American. They are deterred by the cost and duration of graduate training and by a sense of their own unfitness; "to be a college teacher one must be a genius."

It would be churlish to question the objectivity of this study conducted by professors, or to dwell too much on the fact that upperclassmen seem less impressed by our merits than freshmen. Nor should we allow our ranks to be divided by the lower prestige accorded to the scientists among us. It would however be unwise, and unworthy of our image, simply to revel in an unexpected compliment. The practical course is to recognize and to remove the two disabilities under which, as the study reveals, we now suffer: we are underpaid, and our wives are not pretty enough. On both these matters, moderately strong and confident action is obviously called for.

THE UNIVERSITY: COMMUNITY OR UTILITY?

by Frank MacKinnon*

The organization of a university is like the British Constitution; it combines administrative arrangements appropriate to business with operational tactics which are concessions to human nature. If politics, as the art of governing men, requires peculiar and subtle forms of organization, surely education, as the function of training men, must be even more peculiar and subtle. We therefore must not expect university organization to appear on paper like a hierarchial illustration from a textbook on public administration, or to seem in action like a snappy example of a well-trained brigade. It would not be a university if it did.

The functions of a university are equally peculiar and subtle. Important though they are, one cannot list them in a well-ordered set of "aims" which appears clear and logical to everyone. The reason is simple: education itself is an uncertain commodity to define. This uncertainity naturally gives educationists much scope in after-dinner speeches and convention discussions.

It is with these two things, organization and function, that we are concerned at the moment. They are large subjects and time permits only a few general observations.

We must first attempt a definition. There are several; but one widely accepted describes a university as "a community of scholars engaged in the pursuit and dissemination of knowledge". This very definition indicates a special form of organization quite different from other forms. The university does not run something or direct people; it does not make things or perform social services. Ordering or doing are not its functions. Rather, it is engaged in thinking, discussing, talking, experimenting, and learning; it works with minds and produces ideas.

The business of financing a university is much more recognizable. Buildings and equipment, salaries and expenses, are all necessary, and, unusual as the university's management and functions may be, its coffers require periodic replenishment like those of every other institution.

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*Principal, Prince of Wales College, Charlottetown. This paper was presented to the Banff Conference of the Institute of Public Administration of Canada, 10 September 1960. It is reprinted from *Canadian Public Administration.*

University enterprises must therefore combine scholarship and business — the world of ideas and the realities of finance. The modern university administration is the result.

When using the term "university", I must emphasize one vital point which will need careful study and understanding if higher education in Canada is to develop in healthy fashion. There is great variation in standard among the numerous institutions offering "university" courses in this country. No less than ninety-five institutions are receiving federal university grants of which thirty-seven are exercising the right to grant degrees. Some of these are real universities; some are excellent colleges; some are professional schools. Some, frankly, can be called universities by only the very widest application of the term or by an adroit use of the imagination. Some, unfortunately, are little more than glorified high schools. A liberal estimate of the number of actual universities in Canada would seem to be fifteen.

It is impossible to be specific in describing university management because institutions differ in the composition and authority of their component parts. Generally speaking, there are four principal units. The most important is, of course, the faculty. It is the actual university community; what it is and does determines the quality of the university. The senate in many institutions is the collective academic voice of the university; it and its committees give authority and provide action for the faculty. The board of governors is the body corporate, quite distinct from the body academic, and it exists because there is business to be done. The president is the executive head, the coordinator and promoter.

When one assesses this organization and tries to determine what each part does or should do, one encounters the same kind of combination of written and unwritten constitution that is found in the state. In government, for instance, the sovereign reigns but does not rule; the prime minister is the head of the government, but he is an adviser and servant, not an actual master; there are few written rules or laws about such vital matters as responsibility of ministers to Parliament. All sorts of political customs and habits, no less strong because they are not set down, have prevailed or been developed for centuries. This arrangement we like, and it works.

A well-run university presents in theory no more definite arrangement. The board of governors owns it or exercises authority on behalf of the state or a church, but it must not run it. The president is the

head, but he is supposed to be the first among equals; he is a colleague who should give, not his own orders, but those of the faculty and board. Senate does not direct and command; it combines, sanctions, and expresses. Faculty runs itself in a variety of ways depending on the departments and personalities of which it is composed and it is operated on a host of principles from freedom to teach to permanency of academic tenure.

The nearest analogy to a civil service in a university is the registrar's and bursar's offices and the maintenance staff. They work under the authority of, and by regulations laid down by, the appropriate business and academic committees of the university, and their responsibilities are clear and precise.

There is one great advantage in this kind of organization in both governments and universities: it allows for the peculiarities and variations of human nature which a rigid arrangement of branches and powers does not do. In the first place an incompetent official or mistaken policy will not ruin the whole institution; there are checks and balances in a flexible arrangement of overlapping functions. And, even more important, the arrangement gives scope to ability in a field where ability must be permitted to flourish on its own initiative. In the second place the constituents, whether voters in government or students in universities, are a varied lot with an uncertain idea of what they want and of what effort they will make to get it. They must be led, not ordered, and they can be quite unpredictable. Consequently, the service provided them defies clear and precise definition.

The nature of the university's management and functions and the dominance in both of the variabilities of human nature indicate a few major problems of the university as a public institution today. Some of these problems arise because of misunderstanding of what a university is and does. Some arise because of the pressures of the community on which the university is so dependent. All are indicated by reference to the definition quoted above.

One problem is a tendency to misinterpret the word "community". A university is a community, not an organization. If it becomes too organized and too "efficient" it dies, as a University, because it is much more dependent on personalities and their expression than on mechanical processes and chains of command.

A balance between management and scholarly activity is essential in such a community. The larger a university becomes, however, and

the more it becomes dependent on the outside, the more pressure there is for an organization because an organization is much better understood than a community of scholars especially when "business" is discussed. And the smaller a university is the more management there tends to be in relation to the actual work done. Management, whether administrative or academic, is like the proverbial camel; when it gets its head in the tent, that's far enough and it must be stopped there. On the other hand management must not be used as a scapegoat for all academic ills; in moderation and with discretion it is one of the strengths of a university and any body that seeks to absorb it should take a very close look at the responsibilities involved.

The consequences of an actual imbalance between management and scholarly activity are indicated in an awesome way in public school education where management runs wild, where bureaucracy reigns supreme, and where, consequently, those who teach are subordinated to a host of directors, supervisors, inspectors, clerks, and specialists and subjected to a proliferation of regulations and committees, all of which have no parallel in any other public or private activity in the modern state.

The division of the responsibilities of management among lay, administrative, and academic members of the university community is a big and complicated subject. Let me only say that I believe in the so-called public trust in education, whether in universities or schools, because, at its best, it can offer full scope for the talents of both "lay" and "professional" while compensating for the weaknesses of each.

If a "community" is not to be measured by organizational "efficiency", what, then, is the principal criterion? This answer may seem obvious anywhere, nevertheless it is especially vital in a university — the nature and quality of the personnel. As far as governors are concerned there are many personal factors and much depends on who is appointed to the board. To mention only one limitation, politicians and civil servants should never sit on boards of governors of any university, even publicity-owned ones, for, regardless of how great or little their abilities might be, their occupations put numerous obstacles in the way of their usefulness to public trusts. British Columbia, for example, excludes them by provincial statute from the board of its University. The same point applies to professors too, especially in view of the two vital academic principles, security of tenure and freedom to teach, which impose special obligations on them. Our universities are fortunate in the number of real scholars and

effective leaders in the academic profession, but this number is by no means 100 per cent. Much depends on how careful university authorities, both administrative and academic, are about the process of appointing. In this matter some universities and some departments of universities are far, far less careful than others.

A second problem of the universities concerns their functions and the effect on them of state and public pressure. This problem is a lack of thorough understanding among some lay and academic people of what it means to be "engaged in the pursuit and dissemination of knowledge".

One important phase of this problem is too big for more than a passing reference here. Some professors fail to achieve the natural harmony that exists between the pursuit and the dissemination of knowledge and concentrate too deeply on either one to the detriment of the other. A "research man" who looks upon the teaching of students as a necessary nuisance, or who narrows the educational opportunities and training of graduate students by confining them to limited piecework in his own research is just not doing his job properly. A governor or administrator who judges staff largely on the number of papers they produce is no less mistaken. On the other hand a professor who thinks he can disseminate knowledge without himself pursuing it too often goes stale in mid-career while blissfully engaged in an annual recital of old lecture notes. An institution whose faculty contributes nothing to knowledge is simply not a university. That the two functions are quite compatible is amply illustrated by many able professors, practically all of whom have continued to be students themselves as well as teachers.

If academic people sometimes fail to understand the nature of "pursuit and dissemination of knowledge" is it surprising when laymen do the same? It is here that government support and influence and increasing public demands on universities, welcome as they are in most respects, may sometimes clash with the interests and functions of the university.

This clash is the result of what might be called the social service theory of education. This theory interprets education as a service rendered, like old age pensions, family allowance, and other benefits, which is the right of all students and which, somehow or other, the state or the university provides or hands out. The teacher, according to this interpretation, provides categories of facts done up in packages

called courses for which credits are given, and when a sufficient number of credits are obtained a degree is earned. This theory is often accompanied by another, the theory of exposure; if a student is talked at enough he becomes educated. The view here is that the university provides and the student receives.

But "disseminate" does not mean to provide or to give; it means to sow, to spread about. To get an education does not mean to learn a certain number of facts; it means to enlarge and to discipline the capacities of the mind in certain directions. And one is never *given* an education, for no authority can pass out competence in anything; one is only given the opportunity to *get* an education oneself.

The main impact of this problem is on standards. It is not easy to maintain them when, in a social service age, the state and the public put pressure on universities to provide more and more facilities for more and more students while at the same time often neglecting the parallel emphasis on the responsibilities and obligations of the search for knowledge. This emphasis may be passed over in the social services; it cannot be in education; if it is the result is not education.

A complicating factor in this problem is the effect on university traditions of a possible over-emphasis on what might be called educational jobbery because it puts the university in the position of middleman. Public service done by universities for other organizations is essential and valuable as such and there are countless ways in which they can lend their special facilities for this work. But this work should not be overdone to the detriment of regular functions and the university should do it on its own initiative and conditions. The demands of outside authorities, especially powerful ones from whom grants are secured, can be devastating on the work and on the academic autonomy of the university. Institutes to provide courses for the convenience of certain interests and programs financed with conditions by organizations wanting special types of instruction or research can be harmful if essential responsibilities of the university are set aside or if the university loses control. Teacher training is a good example of outside control and its consequences. The state wants numbers of teachers and its licensing authorities are not too particular about standards; the university faculty of education usually is far more responsible and responsive to the provincial department of education than it is to its own senate or to the teaching profession; the result is what is in many places the lowest standard of education in the university.

But, it is said, the university must serve the community; it must step in and satisfy public needs for this kind of course or that; it must not forget its public relations because it expects money from the public. Here, of course, is the real problem of public support and Bruce Truscot states the answer. Both the public and the university, he says in *Red Brick University,* must distinguish between the essential and peripheral functions of the university and not allow the latter to displace the former for the sake of popularity, prestige, and money. "Universities were not founded to spread thin layers of beneficent influence over the country; and if they are content to devote their main exercises to a merely peripheral development, they will rot at the centre and in due time cease to be in any true sense universities at all".[1]

But who, it is sometimes asked, is to tell the university what to do, especially, the warning voice always adds, when it must depend on public money. The answer is again quite definite; no one. The university must perform its own functions in its own way, at its own initiative and on its own interpretations of the needs of the community. "Of course", writes the Principal of Glasgow, "the Universities and their staffs help, and will help, in the solution of immediate practical problems . . . But in the ordinary way they do that most powerfully at their own prompting. It is wrong to measure their achievement by its relevance to the currently urged. Their assize is of the future rather than of today".[2]

In this age it is more popular to say that what the public owns or pays for it should control. Some compensating safeguard will therefore be expected from public authorities to ensure that universities, while enjoying the privileges of both financial support and independence, will not be irresponsible or lethargic or worse. And they can point to some so-called universities and some departments of universities which don't stand close scrutiny on the basis of even the most essential university standards. The compensating safeguard, I believe, is the peculiar constitution discussed at the beginning of this paper, especially academic freedom and lay participation with emphasis, in terms of power, on the academic community.

My final comment concerns the students. In discussing university enterprises it is too easy to subordinate their interests to those of the state or the public. When students go to university they become initiates

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[1]Bruce Truscot, *Red Brick University,* Pelican ed., p. 353.

[2]Sir Hector Hetherington in *An Academic Symposium,* published by the University of British Columbia, Vancouver, 1958, p. 91-2.

into the community of scholars learning how to pursue knowledge and use their minds. They are not raw material being processed directly for plants, offices, and professions. Again this is a large subject. Those interested in the full implications of it might read a trio of current best sellers: *The Organization Man, The Status Seekers,* and *The Lonely Crowd* and ask the very pertinent question: "What can universities do to preserve intellectual leadership and individual development which are both vital to democracy but which in this so-called democratic age are often overshadowed by mass production of human as well as natural resources". There is a real danger that in this atmosphere many branches of universities, indeed whole universities, may turn out students after four years without making much impression on their minds. Referring to the definition again, the university is a community for students too; it is not a public utility. This is a subtle distinction, but it is real nevertheless. The problem as far as this discussion is concerned lies in the tendency of the state and the public to emphasize the role of public utility more and more as their control and financial interest grows. By and large they are often more interested in groups than individuals, quantity rather than quality, and stereotypes rather than special products. This kind of approach has gone too far in education already, and if the state and public as well as the universities themselves don't do something about it universities will not be in a position to serve their constituents as universities at all.

All this condenses into one thought: universities might be called public institutions but they must be themselves. They can do much for the state and the public and it is highly desirable that they do. But they can't be all things to all people and allow peripheral functions to displace their main ones and still be universities. If they want to thrive they must play their own roles first and well. If the government, a church, or the public, or whoever owns or supports them, wants them to thrive it should let them be themselves, make them responsible without being dependent, give them money with as few strings attached as possible, and then leave them alone to serve both students and public in their own way.

MOVING A FAMILY ON SABBATICAL LEAVE

by T. N. Brewis*

Sabbatical leave is becoming increasingly common, and an indication of the experiences of one who has recently taken advantage of such leave may be helpful to others planning to spend a similar year away. Individual experiences will differ, but a number of points are likely to be of general applicability. This article, it should be noted, assumes that the advantages of sabbatical leave can be taken for granted, and is concerned only with the problems that one going on leave must expect to meet.

At the outset, married faculty members who elect to take their families with them are likely to face a formidable task involved in the removal itself, a removal which will entail a change of schools for the children, quitting one's present accommodation, renting it, finding new accommodation, quitting that a year or so later and returning home. Combined with packing and unpacking at least twice, the foregoing may well entail an overall expenditure of time totalling a couple of months or more, much depending upon the delay involved in finding accommodation vacant for the period required. Air transport reduces the journey itself to negligible proportions, but this is not likely to be the most time consuming feature for those families making a transatlantic trip.

In the case of those who decide to spend their year in London, three to four weeks seems to be a normal period to spend looking for accommodation. Given the size of London it is patently impractical to investigate more than one or two districts or suburbs, and a decision on these must be made more or less at the outset. Apart from numerous estate agents who have accommodation to rent, there is a central housing agency which supplies up-to-date lists of vacant premises and charges one week's rent for the service if accommodation on its list is accepted.

The housing market is a very imperfect one, and rents can vary greatly for similar accommodation. There is no assurance that in paying another thirty or forty dollars a month the accommodation so obtained will be superior. It may be inferior and in a less desirable locality. It is this consideration which makes it worth while to shop around

*Carleton University.

before reaching a decision, though the pressure to reach a decision after two or three weeks of investigation grows rapidly, especially where it becomes important to have the children settled in school, and hotel and taxi expenses are mounting. Estate agents in England very rarely do more than give a prospective tenant the address of a property, leaving him to find it as best he can. Armed with several such addresses in the same locality a taxi is the quickest way of finding them.

One way of reducing the time involved in looking for accommodation may be to advertise just before arrival, giving a hotel address. An advertisement in the *Sunday Times* or the *Observer* is recommended, and it seems to help to mention in the advertisement that one is a Canadian professor. The Nuffield Foundation has a limited number of one-and-two-bedroom apartments for rent but there is a long waiting list for them and Nuffield Fellows receive priority.

An ordinary two-bedroom furnished apartment currently rents for $150-200 a month. Houses in the suburbs are available for a similar figure. The extent and nature of furnishings varies a great deal. Linen is not usually supplied, blankets usually are. It is inevitable that some things which will have been brought will not be needed and other things which are needed will have been left behind — the specific items varying from place to place.

The over-all cost of living in London for a year is not appreciably different from that in Canada and is considerably more than in the provinces. This fact combined with the overcrowding associated with London raises the question whether the advantages of being there outweigh the disadvantages. Particularly where there are children involved, a compromise may have to be struck between being close to the centre of activities and being further out where schools and living conditions are likely to be more attractive. Central London schools can be very rough.

Many English parents with middle and upper-class incomes send their children to private schools, but it may prove difficult to obtain a place in a good private school for one year only. At ten years of age English children at the state schools prepare for the "eleven plus" examination, success in which permits them to attend a grammar school. Those aspiring to attend a grammar school are usually under considerable pressure to pass the relevant examinations. The private schools side-step this requirement. Fees at a private boarding school vary between £300 and £400 a year. The school year typically runs from early September to the end of July, high schools having six

week's summer holiday and elementary schools four. Christmas and Easter vacations are longer than in Canada.

On the financial side there are several points which may be worth noting. So far, at least, Canada Council grants are not treated as 'income' for tax purposes and visiting professors who reside in England for less than a year and receive funds only from outside the country are not taxed on receipt of these funds. Any dividend cheques cashed within the country are however taxed heavily; and thus any receipts of these should be credited to one's Canadian bank account and then transmitted from that account to the U.K. Sterling is not freely convertible into dollars and it is advisable to have all external funds credited to a "North American Account" at one's English bank, so that any balance can be converted into dollars at will. If sums are paid into an ordinary sterling account permission to convert into dollars will be required of the Bank of England. No sterling receipts, however, may be paid into a North American account without the approval of the Bank of England, nor can one borrow sterling or dollars from one's banker in England. Any borrowing from a banker has to be transacted through the Canadian bank crediting the English bank.

Health services in the U.K. are virtually free to all visitors, provided that they have actually registered under the National Health Plan. Post-offices, as well as doctors, have the necessary forms. It may appear worth while to keep private insurance operative to cover the period of the journey to and from the U.K. and any trips out of the country. It may also seem worth while to increase one's pension contribution as a percentage of one's salary, in other words to maintain the same contribution to the pension fund even though one's salary is reduced. A person going on sabbatical leave will frequently find his salary reduced to half, and both his and the university's contributions may be reduced accordingly. The university's policy in this respect should be determined in advance. If an ultimate reduction in pension is to be avoided, both the university and the faculty member will need to double their contributions as a percentage of salary. For the person going on leave, this may involve an extra expenditure comparable to the cost of a single transatlantic air passage.

London University reflects the crowding in the city generally and accommodation for visitors is limited. Faculty members are likely to be less readily available than those in provincial universities, living in many cases considerable distances from the university itself. It is

worth noting that faculty members who formally register as "students" for some course or seminar at the London School of Economics may find themselves debarred under administrative regulations from the use of the Senior Common Room. The Senior Common Room is crowded and there is an understandable bar forbidding membership to "students". In general it is probably true to say that it takes people longer to make contacts and settle down in London than it does in smaller centres, a consideration which is important when the time available is limited to a relatively short visit. The time incidentally is likely to appear even shorter to those who are unable to complete outstanding commitments before they leave Canada and then find themselves faced with the task of trying to complete or dispose of these commitments by correspondence.

The Royal Overseas League, Park Place, St. James's Street, London, S.W. 1, has a limited amount of temporary accommodation for its members and membership fees are very moderate. Like Canada House in Trafalgar Square it can serve as a convenient meeting place, and will also furnish visitors with introductions. The British Council is also glad to assist visitors from the Commonwealth in their academic and other arrangements. Preliminary enquiries may be addressed to the British Council Liaison Officer, 77 Metcalfe Street, Ottawa, and are worth starting some months prior to departure to facilitate the planning of the year and to reduce delays at a later date.

The domestic dislocations involved in taking a family overseas for a year can be reduced somewhat by careful planning, but few of them can be avoided. Leaving the family behind until accommodation has been found, while it raises problems of its own, may save a good deal of expense but is not likely to save time. If one's object in going on leave is to complete a specific project of research, the best time-saving device may very well be to have the family join one for the summer only. For those who value sabbatical leave principally as a change of scene and a cultural opportunity for the whole family, that plan is of course inappropriate. It is however worth considering whether a shorter visit alone might not be preferable in certain cases. A term's work alone, followed or preceded by a family vacation during the summer, would for many people be as refreshing and profitable as a full year's leave; while it would involve less expense and unproductive effort. It is doubtful that one year is the only suitable period for sabbatical leave; and it ought not to be the only possible one. Whatever the objects and duration of sabbatical leave, however, the best advice is Mrs. Beeton's: "Plan first, or you will not be able to plan at all."

CANADIAN UNIVERSITY SALARIES, 1961-62

Report of the C.A.U.T. Salary Committee

Salary figures for thirty-two Canadian Universities are listed in the attached table. The only C.A.U.T. member institutions missing are Brandon, Calgary, Jean-de-Brébeuf and Laurentian.

Most of the figures were supplied by local associations who obtained them from their administrations. However, in one college it was again necessary for the local association to canvass all its members.

The figures are tabulated in the same manner as those for 1960-61, which were published in the February 1961 *Bulletin*. The comments made then about the treatment of the data still apply.

Deans are not listed separately, but are included in the "Overall Average" figures. Department Heads and Directors are lumped together with other full professors into one category of "Professors incl. Heads." This is done since many institutions do not want to reveal the salary scales for Heads separately, and since there is occasionally some doubt as to what constitutes a Head. Where separate figures are available, Heads are paid on the average 10% more than other professors, and Deans about 13% more than the combined group of Professors including Heads. However, there are wide variations in this.

An attempt was made to see that all the various institutions used comparable criteria in deciding whether a staff member should be included in the salary tabulation. It may be noted that the percentage of "Lecturers and Instructors" in the faculty varies widely. As far as we can find out, this is the result of a policy of hiring more senior people, or of earlier promotion, or of different average length of service of the faculty: it is not the result of omitting at one university members listed at another. It is, however, hard to be sure of this in view of the wide diversity of institutions, religious and lay, found in Canada.

In all universities, professional schools are included, but clinical appointments are excluded.

Universities are again arranged in order of decreasing Overall Average Salary. The position of any institution in this list may,

however, be somewhat distorted as a result of different methods of reporting "Lecturers and Instructors", in spite of our efforts to assure uniformity.

In each rank, Maximum, Average, and Floor salaries are given. When necessary, the minimum salary actually paid is distinguished from the official salary floor. If there are members receiving less than floor salaries, these are usually very few in number.

The salary picture has not changed appreciably since last year. Most faculties have grown in size, some spectacularly so (Waterloo, Dalhousie, Alberta, and Victoria, B.C.). Where many new junior staff members have been appointed, the overall average salary dropped somewhat (Dalhousie, Memorial, Waterloo). In most cases, that figure increased slightly, — on the average by 3 to 4%.

Salary increases for individual faculty members are usually by merit only. However, in ten institutions (indicated by "s" in the table), members receive some automatic salary increases. These vary from $100 to $500 per annum, depending on the university and the rank.

In the spring of 1961, the Salary Committee carried out a supplementary survey concerning such matters as terms of appointment, fringe benefits, outside earnings, and summer school arrangements. The results of this survey were distributed in mimeographed form to the secretaries of local associations. Additional copies may be obtained from the C.A.U.T. Head Office.

Some discrepancies can be found between Maximum and Minimum figures of this report and those tabulated in the October *Bulletin* under "Salary Scales for Lay Staff at Canadian Universities and Colleges, 1961-62". The October table was not compiled by the C.A.U.T. Salary Committee. The discrepancies are believed to be due to three causes:

1. More recent figures are available for the present report.
2. Maximum figures in the present report are the highest salaries actually paid; in the October table they are sometimes actual salaries and sometimes theoretical salary ceilings.
3. Minimum figures of the October table are usually (but not always) what are called Floor salaries in the present report.

Submitted for the C.A.U.T. Salary Committee,

F. K. Bowers (U.B.C.),
Chairman

13 November 1961.

Annual Salaries of full-time academic staff at Canadian Universities, 1961-1962.

UNIVERSITY with numbers in various ranks	*OVERALL AVERAGE* incl. Deans	*Professors* incl. Heads	*Associate Professors*	*Assistant Professors*	*Lecturers & Instructors*	
Laval		16,000	13,000	12,700	—	Max
	10,365	12,879	9,878	7,934	—	Ave
96 :54 :99 :0	(up 669)	12,000	9,000	7,000	—	Flr
		(7,600)	(6,500)	(5,200)	—	(Min)
Alberta		15,900	11,900	8,900	8,250	Max
(s)	9,500	12,950	10,400	7,600	5,500	Ave
102 :194 :267 :20	(up 456)	12,000	9,000	6,000	—	Flr
					(4,000)	(Min)
Toronto		*16,000	*10,700	*8,270	*6,400	Max
(f, T)	9,362	13,799	10,065	7,836	5,731	Ave
178 :164 :208 :193	(up 456)	12,000	9.000	7,000	5,500	Flr
			(8,700)		(3,200)	(Min)
Queen's		15,000	12,500	10,100	7,200	Max
	9,317	12,473	9,571	7,511	5,778	Ave
71 :52 :74 :36	(up 64)	11,500	8,700	6,700	4,000	Flr
Ont. Vet. Coll.		13,000	10,500	8,200	—	Max
(s)	9,282	12,111	9.209	7,185	—	Ave
18 :22 :26 :0	(up 334)	9,000	7,800	6,000	—	Flr
		(11,000)	(8,200)			(Min)
Manitoba		16,200	11,700	9,600	9,200	Max
	9,277	12,933	9,926	7,816	5,943	Ave
67 :90 :102 :39	(up 144)	12,000	9,000	7,000	—	Flr
			(8,600)		(4,800)	(Min)
McGill		*15,000	*10,500	*8,500	*6,500	Max
	9,240	°14,000	10,054	7,962	5,840	Ave
111 :158 :169 :138	(up 108)	11,500	8,500	6,500	5,000	Flr
Montreal		17,000	12,000	9,200	8,000	Max
(s)	9,173	12,275	10,030	7,730	5,625	Ave
49 :61 :87 :31	(up 423)	12,000	9,000	7,000	4,600	Flr
		(8,800)	(8,600)	(5,000)	(3,600)	(Min)
U.B.C.		*16,000	*11,500	*9,500	*7,500	Max
(f)	9,051	°13,000	9.822	7,792	6,203	Ave
144 :147 :237 :160	(up °350)	12,000	9,000	7,000	5,500	Flr
					(4,000)	(Min)
Bishop's		11,250	9,000	8,000	6,000	Max
	9,000	10.670	8,600	6,870	5,750	Ave
10 :6 :8 :4	(up 811)	10,250	8,250	6,250	5,250	Flr
		(9,400)				(Min)
McMaster		15,300	11,400	8,880	6,840	Max
(x)	8,902	12,479	9,785	7,669	6,218	Ave
27 :36 :54 :23	(up 372)	11,700	9,000	7,000	5,400	Flr
				(7.020)	(5,550)	(Min)

UNIVERSITY with numbers in various ranks	*OVERALL AVERAGE incl. Deans*	*Professors incl. Heads*	*Associate Professors*	*Assistant Professors*	*Lecturers & Instructors*	
Saskatchewan		13,700	10,800	8,500	7,200	Max
	8,898	12,027	9,614	7,758	6,047	Ave
70:77:91:81	(no change)	11,700	9,000	7,000	5,000	Flr
		(7,200)				(Min)
Carleton		12,300	11,600	8,600	7,000	Max
	8,776	10,758	9,510	7,646	6,009	Ave
15:29:26:11	(up 409)	10,200	8,700	6,700	—	Flr
					(4,800)	(Min)
Western (x)	(was 8,759 — 1961/62 figures not yet available)					
Dalhousie		18,500	16,500	12,500	6,250	Max
	8,684	11,142	9,196	6,998	4,868	Ave
35:45:49:14	(down 238)	9,500	7,500	5,500	3,500	Flr
				(3,600)		(Min)
Waterloo		13,900	11,144	9,000	7,500	Max
(W, s)	8,515	12,662	10,121	7,975	6,114	Ave
11:17:47:30	(down 39)	9,915	8,120	6,330	4,765	Flr
		(10,000)			(5,500)	(Min)
Sir Geo. Williams		12,400	10,600	8,000	7,300	Max
(G) (x)	8,253	11,655	9,477	6,900	5,700	Ave
9:13:13:11	(up 755)	—	—	—	—	Flr
		(10,500)	(7,900)	(5,500)	(4,500)	(Min)
Ont. Agric. Coll.		13,000	10,000	8,200	6,000	Max
(s)	8,350	11,837	9,254	7,442	5,253	Ave
46:56:77:32	(up 115)	9,000	7,800	6,000	4,400	Flr
		(9,500)				(Min)
Assumption		13,800	10,600	8,700	7,100	Max
(f, s)	8,154	11,511	8,875	7,580	6,046	Ave
13:28:43:25	(up 903)	10,000	8,000	6,300	5,000	Flr
					(4,500)	(Min)
Victoria, B. C.		—	11,000	8,800	8,200	Max
	8,040	°14,000	9,460	7,740	6,000	Ave
10:20:32:39	(up °640)	12,000	9,000	7,000	3,600	Flr
New Brunswick		11,850	10,000	7,950	5,800	Max
	7,956	10,425	8,302	6,572	5,067	Ave
24:42:54:9	(up °156)	9,500	7,500	5,500	3,500	Flr
					(4,000)	(Min)
Ottawa		13,000	10,500	8,800	6,500	Max
(s)	7,914	10,579	8,600	7,240	5,600	Ave
43:34:66:60		8.500	7,500	6,000	4,500	Flr
		(8,100)				(Min)
Nov. Scot. Tech.		11,000	9,250	7,500	6,000	Max
	7,730	10.500	8,960	6,829	5,310	Ave
5:5:18:2	(up 433)	9,000	8,000	6,000	4,000	Flr
		(9,250)	(8,750)		(4,620)	(Min)

UNIVERSITY with numbers in various ranks	*OVERALL AVERAGE incl. Deans*	*Professors incl. Heads*	*Associate Professors*	*Assistant Professors*	*Lecturers & Instructors*	
Lakehead			9,300			Max
(L, s)	7,650		7,650			Ave
13			6,000			Flr
Sherbrooke		12,000	10,800	9,400	8,600	Max
(s)	7,614	11,020	10,050	7,756	6,872	Ave
5:3:16:52		11,300	9,000	6,700	5,600	Flr
		(10,000)	(9,450)		(5,300)	(Min)
Memorial, Nfld.		10,000	8,500	7,000	6,000	Max
(s)	7,524	°9,931	°8,356	°6,712	°5,200	Ave
9:21:36:10	(down 130)	9,500	8,000	6,500	—	Flr
		(9,700)			(4,000)	(Min)
Waterloo (Lutheran)		9,800	8,800	7,500	5,800	Max
Univ. Coll.	6,857	9,500	8.150	6,500	5,250	Ave
2:10:17:8	(up 136)	9,200	7,800	6,000	4,800	Flr
					(5,000)	(Min)
United Coll.		9,800	8,000	7,000	6,250	Max
	6,760	9,562	7,700	6,466	5,412	Ave
8:5:6:20	(up 21)	9,000	7,500	6,200	4,500	Flr
St. Francis Xavier		9,250	7,600	6,900	5,500	Max
	6,740	8,892	7,144	6,358	4,910	Ave
6:17:12:10	(up 506)	8,450	7,000	6,000	4,000	Flr
		(7,750)	(6,100)	(5,800)		(Min)
Mt. Allison		9,000	7,300	6,800	6,000	Max
	6,707	8,485	7,000	6,061	5,245	Ave
20:5:18:22	(up 520)	7,900	6,500	5,500	5,000	Flr
St. Mary's, N. S.		—	7,500	7,500	6,000	Max
(M) (s)	6,468	—	6,750	6,588	5,688	Ave
		9,500	8,000	6,200	5,000	Flr
0:6:12:4			(6,000)	(5,750)	(5,500)	(Min)
St. John's, Winnipeg		9,200	8,000	6,200	5,000	Max
(J, s)	6,437	9,200	7,600	6,200	4,100	Ave
1:4:9:4		9,000	7,000	6,000	3,200	Flr
		(9,200)	(7,200)	(6,200)		(Min)
AVERAGE OF ALL UNIVERSITIES		*13,227	*10,406	*8,532	*6,765	Max
LISTED	8,289	11,533	9,044	7,251	5,624	Ave
41:47:66:37	(up 322)	10,326	8,212	6,351	4,576	Flr
		(9,935)	(8,060)	(6,153)	(4,476)	(Min)
ALL UNIV.		18,500	16,500	12,700	9,200	Max
TEACHERS	8,923	12,585	9,657	7,585	5,856	Ave
LISTED TREATED		7,900	6,500	5,500	3,200	Flr
AS ONE GROUP		(7,200)	(6,000)	(3,600)		(Min)

EXPLANATION OF SYMBOLS USED IN THE TABLE

Minimum salaries (in brackets) are given only where they differ from the floor.

The *Average* or arithmetic mean salary of each rank is underlined.

The OVERALL AVERAGE is compared with last year's figure where this is available, e.g. (up 669).

The numbers below the name of a university indicate the number of faculty members in the various ranks. Thus 20:5:18:22 shows that the institution has 20 full professors, (incl. Heads), 5 associate professors, 18 assistant professors and 22 lecturers or instructors.

°: approximate. Our estimate from related data.

f: Floor for Lecturer and Instructor does not apply to the whole group. (However, Maximum, Average, and Minimum figures are for all members.)

*: greater than.

G: Figures were obtained by canvass of all faculty members and are for 46 out of the 57 staff members.

J: Nine of the 18 persons listed in various ranks are also Department Heads.

L: For the present, no ranks are assigned to faculty members.

M: If members in religious orders are included, the numbers in various ranks become 2:14:17:4

s: Some automatic salary increase.

S: Some Department Heads and Directors are associate and assistant professors, which accounts for the Minimum for "Professors incl. Heads" being much below the Floor for Professors. Last year, Saskatchewan figures included clinical staff. This year, such staff is excluded.

T: excludes Victoria, Trinity, St. Michaels, and Ontario Coll. of Education.

W: Figures are for the whole faculty, 99 on a 9-month teaching year, 14 on a 7½-month teaching year. The floors for the former group are 20% higher than those quoted.

x: Overall Average excludes Deans.

EQUAL OPPORTUNITY FOR WOMEN FACULTY MEMBERS

A Report on Action by the Executive Secretary

On 7 September 1961 the Executive Secretary sent the following letter to the presidents of the thirty-five universities and colleges where there are faculty associations affiliated with the C.A.U.T.

At a meeting of the Council of the Canadian Association of University Teachers on June 13th, there was considerable discussion of the allegation that there is not full equality of opportunity for women members of the academic staffs of Canadian universities. It is claimed that this absence of equality exists not only in the matter of initial appointment, but also in the matters of promotion, of status, of research opportunities, and of the nature and weight of work loads.

The Council, as a result of its discussion, adopted a resolution submitted by the Faculty Association of the University of British Columbia, which reads as follows:—

> "The Canadian Association of University Teachers is of the opinion that, in accordance with the principle of equal pay for work of equal value, there should be no discrimination based upon sex among faculty members, with regard to pay, status or work-load. Women who are appointed to the teaching staff of a Canadian university are expected to have the same opportunities as similarly qualified men."

We would be very happy to have your comments on this resolution and we would certainly welcome a statement of the official policy of your University on this matter.

Yours sincerely,

J. H. Stewart Reid,
Executive Secretary

By 1 November 1961 twenty-five of the thirty-five presidents had replied. One simply acknowledged the letter, one wrote that he was going to discuss the matter with his governing board and twenty-three endorsed the policy of ensuring equal opportunity to women members of faculty. The twenty-three institutions are:

Victoria University, B.C.
University of British Columbia.
University of Alberta.
University of Saskatchewan.

Brandon College.
St. John's College.
University of Manitoba.
Lakehead College of Arts, Science and Technology.
Laurentian University, Sudbury.
Ontario Veterinary College.
McMaster University.
University of Toronto.
Queen's University.
Carleton University.
McGill University.
University of Montreal.
Sir George Williams University.
Bishop's University.
Laval University.
University of New Brunswick
Mount Allison University
Dalhousie University.
Memorial University of Newfoundland.

UNIVERSITY GOVERNMENT: A SELECT BIBLIOGRAPHY

Compiled by Ramsay Cook*

The following list of books, articles and documents is a selection of recent writings on the subject of university government and some related questions. It is not limited to Canadian authors or the Canadian situation for, as the selection indicates, this is a question that is receiving considerable attention in many countries. The list is not exhaustive, but an attempt has been made to include a variety of viewpoints. If it seems heavily weighted on the side of those who favour reform, the explanation is probably the obvious one that reformers are frequently more vocal than the opponents of change.

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*University of Toronto.

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A REVIEW OF UNIVERSITY HANDBOOKS

by J. Rosemary Vanderkamp*

Commonwealth Universities Yearbook, 1961; a directory to the universities of the British Commonwealth and the handbook of their Association. Editor: J. F. Foster. London, Association of the Universities of the British Commonwealth, 1961, xxxi, 1590p.
American Universities and Colleges. Eighth edition, 1960. Editor: Mary Irwin. Washington, American Council on Education, 1960. xii, 1212p.
International Handbook of Universities, 1959. Editor: H. M. R. Keyes. Paris, International Association of Universities, 1959. xi, 338p.

These three publications together provide a guide to the universities of the world. Each is published by a recognized academic body and contains information provided largely by the universities themselves. As separate and independent publications, their contents reflect their divergent origins but it is intended that, as a series, they should "offer a readily accessible answer to many of the factual queries raised by the growing inter-dependence of university institutions in all countries."

Not all are published with the same frequency. The *Commonwealth Universities Yearbook,* as its name implies, appears annually and, therefore, contains up-to-date information. Its American counterpart is issued irregularly. The seventh edition appeared in 1956. Eighty-nine additional institutions were accredited in the four years before the 1960 edition appeared. The *International Handbook* is a

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*Canadian Universities Foundation.

new publication. The editors are faced with serious problems in obtaining information from seventy countries. Although the material it contains may not be as up-to-date as might be desired, it fills an obvious need.

Commonwealth Universities Yearbook, 1961.

The Commonwealth Universities Yearbook was first issued in 1914 as a guide to some 70 universities in eight countries; the 1961 edition contains information about almost double that number of university institutions in 17 countries of the Commonwealth (including South Africa). Designed as a directory of universities "in good standing" in Commonwealth countries, the *Yearbook* includes some universities which are not members of the Association of Universities of the British Commonwealth.

One of the most valuable features of the *Yearbook* is the series of national introductions which are included for countries with more than one or two universities — Australia, Canada, India, New Zealand, Pakistan, South Africa and the United Kingdom. These introductions are written by prominent university people in the country reviewed and give a general outline of university education there. In addition to describing the historical background of university development in each country, separate sections are devoted to such topics as pre-university courses, structure of degree courses, teaching staff, and inter-university organizations. Directories to subjects of study, in some instances supplemented by charts, are designed to assist students who wish to study in other countries of the Commonwealth in selecting an appropriate university.

Of special interest to readers of the *Bulletin* will be the sections devoted to "teaching staff". These contain information about teaching methods, staff benefits, and ranking systems. The 1961 edition includes, for the first time, brief notes on academic salary schedules.

Unlike its sister volumes, the *Yearbook* is able to include up-to-date listings of academic staff by department in each university. An index of more than 40,000 names is an invaluable aid to identifying a particular teacher or research worker. It is possible to discover the exact position held by a university teacher at the time when material for the *Yearbook* was collected, together with his degrees and the universities at which these were earned. A useful list of "Commonwealth Degree Abbreviations" is provided.

In addition to staff-listings, the entries for individual universities contain brief factual information on, among other things, the history,

location and constitution of the university, degrees offered and fees charged. A review of developments in 1959 is given, with statistics on student enrolment and degrees awarded.

The appendices contain summaries of admission requirements of universities in Australia, Canada,[1] South Africa, and the United Kingdom. A description of the Commonwealth Scholarship and Fellowship Plan, formulated at the Commonwealth Education Conference at Oxford in July, 1959, and a section on the A.U.B.C. are also included. Another appendix is devoted to "Students from other countries in United Kingdom Universities, 1959-60". Of 11,284 foreign students in U.K. universities, 7,136 came from Commonwealth countries and 458 of these from Canada. The number of Canadians studying in the U.K. has increased steadily — from 372 in 1950-51. A table shows a breakdown of these students by field of study, type of accommodation, etc. The general index contains references to institutions, subjects of study, and to such topics as admission and sabbatical leave.

Copies of the *Yearbook* are available at a cost of £4/4/ — (£4/7/ — by mail), or £2/19/ — to staff of member institutions, from the A.U.B.C., 36, Gordon Square, London, W.C.1. They may also be purchased from the American Council on Education, 1785 Massachusetts Avenue, N.W., Washington 6, D.C.

American Universities and Colleges, 1960. The composition of this guide to the universities of the United States reflects the vast growth in numbers of university institutions to our south. First published in 1928, when it contained details for 399 accredited institutions, the eighth edition includes entries for 1,058 accredited universities and brief reference to 2,000 professional schools.

Introductory chapters in Part 1 contain a description of the system of education in the U.S. and the evolution, administration and support of higher education. Other sections deal with students and student services, higher education programmes, accreditation, and the relationship of the federal government to the universities.

A special chapter devoted to "The Foreign Student in the United States" reports that there were 5,432 students from Canada studying in the U.S. in 1958-59, a greater number number than from any other

[1]Offprints of the section on admission requirements of Canadian universities are available from the Canadian Universities Foundation, 77 Metcalfe Street, Ottawa, at a price of 25¢ per copy.

country. It is interesting to note that fewer than half of these were studying engineering, science or medicine.[2] Twenty-five per cent were studying humanities, 12% social sciences, and 10% business administration.

Part II is entitled "Professional Education in the United States". This contains brief statements about twenty-four professions with lists of accredited institutions in each field. These reviews are principally designed to assist students in selecting a career and in choosing a suitable university.

Copies of *American Universities and Colleges, 1960* can be obtained from the American Council on Education, 1785 Massachusetts Avenue N.W., Washington, 6, D.C., price $13.00.

International Handbook of Universities, 1959. This publication was designed to fill the need for a reliable guide to universities and other higher educational institutions in countries of the world outside the British Commonwealth and the United States. The first edition appeared in January 1959. A second edition, revised and augmented, is to be published in 1962.

The *International Handbook* included information on university institutions in some seventy countries for the academic year 1957-58. In order to restrict the size of the publication, no attempt has been made to describe university education in these countries. The entries are arranged alphabetically, country by country, and nearly 450 institutions are described. Descriptive entries are provided only for those institutions which are considered of full university rank. Over 1,000 other institutions are mentioned more briefly.

Information concerning degrees, diplomas, and professional qualifications, admission requirements, fees, and library facilities is included. The faculties comprising each university are given, together with the names of the deans. The index lists the names of most universities in their native language and English translations of their names.

The handbook is published by The International Association of Universities, which was founded in 1950 and whose principal aims are to promote academic co-operation at the practical level and to provide useful services to university institutions throughout the world. Copies may be purchased from The International Association of

[2] 17% were in engineering; 14% in physical and natural sciences; 11% in medical sciences.

Universities, 2 Place de Fontenoy, Paris 7e. or from The American Council on Education, 1785 Massachusetts Avenue N.W., Washington 6, D.C., price $6.00.

Canadian Universities and Colleges — 1960 Universités et Collèges Canadiens. Seventh edition. Editors: Edward F. Sheffield and J. Rosemary Vanderkamp. Ottawa, Canadian Universities Foundation, 1960. 276p.

Canadian Universities and Colleges is a biennial handbook, published by the Canadian Universities Foundation. It is designed, not as a general reference work, but to serve as a condensed calendar of the universities and colleges of Canada. The 1960 edition was the first to be edited by the staff of the Research and Information Service of the CUF.

An introductory section includes listings of the member institutions of the National Conference of Canadian Universities and Colleges and of the officers of both the Conference and the Foundation. A brief description is given in French and English of university education in Canada. A new feature of the 1960 edition is the inclusion of a map showing the location of the forty-nine universities and Colleges described in the text.

The main body of the book contains entries for individual universities arranged alphabetically. Information included is supplied by the universities themselves. Entries for French-language institutions are in French, those for institutions which offer courses in both English and French have course-listings in the language of instruction. Brief entries are included under the parent institution for associated, affiliated and federated universities and colleges.

A listing of the principal administrative officers of each university is given. The major part of each entry is devoted to a listing of courses and degrees. Details of courses offered are more extensive than in previous editions, and the 1960 edition includes for the first time charts showing facilities for undergraduate and graduate study at Canadian universities. These are designed to assist students in selecting a university for their studies, but have also proved of use to prospective university teachers. The charts are printed separately and are contained in a pocket at the back of the volume. Annual

revisions of these charts are planned. Those showing courses available in the academic year 1961-62 are available.[1]

Brief information is also given about university extension programmes. Entries in the index show, at a glance, those universities which offer summer, evening or correspondence courses for credit. No attempt has been made to list scholarships available, since this information is readily available elsewhere. Of value to those assessing student qualifications will be the notes on the grading systems in operation in the various universities. Each entry contains a table showing enrolment in parent and associated institutions and degrees conferred in 1959-60. A note is also included of the number of foreign students attending Canadian universities. A count of these various figures shows that there were 6,215 foreign students enrolled in 1959-60. Following the pattern of the Commonwealth Universities Yearbook, the university entries also carry notes of important events that have taken place in the years since the previous edition appeared in 1958.

Copies of *Canadian Universities and Colleges, 1960* may be purchased from the Canadian Universities Foundation, 77 Metcalfe Street, Ottawa 4, price $3.00.

NOTICES OF FACULTY POSITIONS VACANT

NOTICE OF POSITIONS VACANT

Camrose Lutheran College, Camrose, Alberta. For appointment for the year 1962-63, one instructor in Chemistry, one in French, one in History, one in Zoology and one in Commerce. Salary range for master's degree $4,400 to $6,400, depending on qualifications and experience. To teach senior high school and junior college students. Applicants must qualify for certification by the Alberta Department of Education. Initial appointments for one year, but renewable. Applications, with *curriculum vitae,* names and addresses of four references, recent photograph, to Luther S. Olson, Chairman, Board of Regents.

Essex College, Assumption University of Windsor. Vacancy for a numerical analyst in the Department of Mathematics. Rank and salary to depend upon experience. Applications to F. A. DeMarco, Principal, Essex College.

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[1]Copies may be purchased from the Canadian Universities Foundation, 77 Metcalfe Street, Ottawa 4, price 25¢.

Mount Allison University, Sackville, New Brunswick. Lecturer in Economics, for appointment beginning September 1962. Salary dependent on qualifications; minimum $5,000. For particulars, apply to W. B. Cunningham, Department of Economics.

Mount Allison University, Sackville, N.B. Senior appointment in French, well qualified and with considerable teaching and some administrative experience, to take over the direction of certain phases of the work of the Department of Romance Languages. Starting salary: $6,000 to $8,000. Applications to Prof. Allan MacBeth, Dept. of Romance Languages.

Mount Allison University, Sackville, N.B. The Department of Geology invites applications from those interested in teaching palaeontology and stratigraphy, and developing research in these fields. The position is tenable from 1 July 1962; the initial appointment is probationary for one year, but a permanent position exists. Applications, giving age and other personal information, particulars of academic and other qualifications and experience (a Ph.D. or equivalent is necessary), names and addresses of references, should be sent to the Head, Dept. of Geology.

Mount Allison University, Sackville, N.B. To teach English History 1714-1914. From beginning of July to middle of August 1962. Salary: $900. Travel allowance. For further details write to Prof. P. A. Lockwood, Dept. of History.

The National Research Council of Canada requires, in the editorial office of its scientific journals, a biologist and chemist, to be responsible for copy-editing papers in Botany, Microbiology, Zoology; Biochemistry and Physiology; Chemistry. Minimum requirements: B.A. or B.Sc. in an Honours course; sound knowledge of English; aptitude for writing; experience in laboratory or editorial work, or both. Responsibility and starting salary will depend on education and experience. Preference will be given to applicants having an advanced degree. Applications to be submitted to: The Employment Officer, National Research Council, Ottawa 2, Ontario.

Sir George Williams University, Montreal. Department of English. One or two appointments for the academic term beginning 1 September 1962. Rank and salary according to experience and qualifications. One of these appointments may be made at senior level.

Further information may be obtained from the Chairman, Department of English.

Sir George Williams University requires for 1962-3 one lecturer in French, one lecturer in German and one lecturer in Spanish. Qualifications: graduate degree and some teaching experience, preferably with laboratory experience. Native speaker preferred for German and Spanish, essential for French. Apply to J. H. Whitelaw, Modern Language Department, Sir George Williams University, 1435 Drummond Street, Montreal, Quebec.

University of Alberta, Edmonton, Alberta. School of Physical and Occupational Therapy. Two vacancies for teachers in the Physical Therapy Division. Interested applicants should apply to Dr. J. R. Fowler, Director, School of Physical and Occupational Therapy.

University of Western Ontario, London, Canada. University position. — Structural Geology. Will involve teaching undergraduate and graduate courses and research. Applicants, who must hold a Ph.D., are requested to state a second geology field of acceptable teaching and/or research responsibility. Salary and rank dependent upon qualifications. Write Head, Department of Geology, *University of Western Ontario, London, Canada.* Selection to be made April 1, 1962.

The C.A.U.T. *Bulletin* will carry advertisements of staff vacancies free of charge. Advertisements of the availability of persons for appointment will be carried at the usual rates. Advertisements should be sent to the C.A.U.T. National Office, Room 603, Commonwealth Building, 77 Metcalfe St., Ottawa, Ontario.

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S. Mealing, Editor
C.A.U.T. Bulletin
Carleton University
Ottawa 1, Ontario.

27 October 1961.

Dear Sir:

This letter is prompted by the recent statement of Professor Marcus Long that there are too many universities in the Maritimes. A certain amount of comment and controversy followed his widely-publicized statement. The arguments are well-known by now to academics in this region; we have debated the question intermittently for many years.

I suggest that the debate is often confused by a failure to distinguish clearly between the size, the number and the academic standards of universities. I suggest further that the determination of the best size and number is of secondary importance to a determination of the desired standards. And this is true for all Canada, not just for the Maritimes.

The academic standards of a university are largely independent of its size. Small universities may have high standards, or low ones; so may large universities. Those who reply to Professor Long's statement by extolling the virtues of small colleges confuse the issue. A person may favour small (or large) ones and at the same time maintain that there are too many or too few of them.

Supporters of Professor Long's statement emphasize the academic gains to be had by concentrating rather than dispersing our limited resources. But what is insufficiently emphasized by this group is that more money, while it may be a necessary condition, is not a sufficient condition for higher levels of academic achievement.

Perhaps the debate would be more helpful if it started with a different question. Is not the real concern about Maritime universities the matter of quality rather than of numbers? If so, then let it be debated directly. And given the multiplication of universities in Canada, should the debate not be held in all regions? One more inferior university in any region is too many. I suspect there is room in any region for one more good university.

Truly yours,

W. B. Cunningham
Mount Allison University.

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